

# PACKAGING



## Angry Animals

Grade Level : 2

### Subjects:

Science 5.2, 5.3  
Communication Skills  
3.3, 4.1

### Time:

two class periods

### Setting:

classroom

### Materials:

assortment of trash such as plastic wrap, six-pack carriers, bottle caps, pieces of plastic, wire, nails, etc. One 12" x 18" sheet of drawing paper per student, crayons, masking tape, glue.

### Skills:

describing, evaluating, classifying, interpreting

### Vocabulary:

harmful  
litter  
wildlife  
habitat

### Source:

Watauga County  
Recycling Curriculum  
Committee

**Summary:** Students will construct pictures showing how litter can be harmful to animals. The students will evaluate how certain products can be harmful.

**Objective:** Students will describe how some litter is harmful to animals.

**Background:** Thousands of animals die each year because of the waste humans leave behind. Students will discuss how animals meet their food and safety needs (they digest food and they move). Class will explain how littered, unnatural objects might cause problems for animals when they eat or move.

**Leading Question:** What do animals need to stay healthy?

### Procedure:

1. Students should bring in a piece of litter they think may be harmful to animals. (The teacher may do this or may add to the collection to insure a variety.)
2. Discuss safety when handling these objects and how they can be harmful to animals.
3. Have each student pick a piece of litter and tape or glue it on their 12" x 18" sheet.
4. The student should draw a picture depicting what harm could come to the animal if it came in contact with this piece of litter.
5. Have students imitate how their animal moves before and after injury.
6. Hold a group discussion about what could be done to avoid the problems litter can cause for wildlife.
7. Have students write questions from the animal's point of view to go along with their picture. (Example: "Why didn't that person throw the bottle in the recycling bin? Then I wouldn't have cut my paw.")
8. An alternative would be to write stories about their picture.

### What Now?

1. Have each student choose one litter item they think is most harmful to animals. Tell why.
2. Have students rank order waste items according to the possible harm they could cause wildlife.
3. Discuss ways the situations depicted in their drawings could be avoided.
4. Ask students what happens to a helium balloon after it is released in the air.

**Angry Animals (continued)****What Now? (continued)**

5. Invite someone from a park, a local veterinarian, or from the Humane Society to relate stories about animals found dead, injured, or in danger because of what people have done to the animal's habitat.
6. Collect some feathers. (Chicken or duck feathers work best.) Have students observe them with a hand lens. Pour water in tin pans. Have students dip feather in and out of water and observe. Next use a small amount of oil and rub on the feather. Have students observe and note changes. Now have student to rub water on feather to wash off oil. Try using soap. Note what has happened. Ask students to record observations.
7. Read the book *The Mitten* by Jan Brett.